Pearson BTEC

First teaching from **September 2022**

Pearson BTEC

Tech Award Level 1/2 in

Child Development

Component 3: Supporting children to play, learn and develop

L1/2

Sample Assessment Materials

First teaching from September 2022; First Certification Summer 2024

Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson BTEC Level 1/2 Tech Award in Child Development Sample Assessment Materials for Component 3: Supporting Children to Play, Learn and Develop Issue 2 changes

Summary of changes made between previous issues and this current issue	Page number
In question 7 and the *Sample mark grid* section for question 7 the safety symbol image was replaced with a high-resolution version.	Pages 5 and 18

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Exam Paper **1**

Sample Mark grid **15**

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Learner Registration Number

Pearson BTEC Tech Award

Sample assessment materials for first teaching September 2022

Time 2 hours

Paper reference **XXXXX/XX**

Child Development

COMPONENT 3: Supporting Children to Play, Learn and Develop

You do not need any other materials.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Which **one** of the following is an example of how to adapt a card-making activity for a child with a visual impairment?

- ☒ **A** Provide textured material
- ☒ **B** Use sign language with them
- ☒ **C** Give them written instructions
- ☒ **D** Sit them with another child

(Total for Question 1 = 1 mark)

2 Which **one** of the following is a potential effect of poor emotional resilience on social and emotional development?

- ☒ **A** Positive risk taking
- ☒ **B** High levels of confidence
- ☒ **C** Likely to play alone
- ☒ **D** Leads group activities

(Total for Question 2 = 1 mark)

3 State **one** cognitive/intellectual need that could affect a child's learning and development.

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.....

(Total for Question 3 = 1 mark)

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4 State **one** transition that children under the age of five years may experience.

.....

.....

(Total for Question 4 = 1 mark)

5 Which **two** of the following are activities which help to promote language development for a child who has English as an additional language?

- ☒ **A** Playing with puppets
- ☒ **B** Running races
- ☒ **C** Building blocks
- ☒ **D** Colouring a picture
- ☒ **E** Singing action songs

(Total for Question 5 = 2 marks)

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Megan is 4 months old.

Her health visitor is concerned Megan may not be developing as expected. She has advised Megan's mum to use some different toys with Megan to stimulate her development.

6 Complete Table 1 to show how each toy/piece of equipment promotes the relevant area of development (i) to (v).

Area of development	**Toy/equipment**	**How the toy/equipment promotes development**
Physical	Baby gym with dangling animal	(i) ....
Cognitive/intellectual	Toy that makes a sound when hit	(ii) ....
Communication and language	Reading a board book with her	(iii) ....
Social and emotional	A plastic mirror on a play mat	(iv) ....

Table 1

(Total for Question 6 = 4 marks)

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7 Match the child safety symbol with the correct meaning.

Draw a straight line to match the safety symbol with its correct meaning.

Safety symbol	Meaning of symbol
	Unsuitable to use outdoors
	Toys that are safe for children to use
	Meets European safety requirements
	Unsuitable for children under 3 years of age

(Total for Question 7 = 1 mark)

8 Explain **two** ways a parent can support their 4-year-old child to use internet-enabled technology safely.

1 .....

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.....

.....

2 .....

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(Total for Question 8 = 4 marks)

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9 Explain **one** way to adapt a counting activity for a child who has memory issues.

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(Total for Question 9 = 2 marks)

10 State **one** reason why positive risk taking is important for children's development.

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(Total for Question 10 = 1 mark)

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Albert is 3-and-a-half years old and he shows disruptive behaviour at nursery. He throws toys around and he interrupts group activities.

11 Explain **two** possible effects of Albert's disruptive behaviour on his development.

1 .....

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2 .....

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(Total for Question 11 = 4 marks)

TOTAL FOR SECTION A = 22 MARKS

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SECTION B

Answer ALL questions. Write your answers in the spaces provided.

Fred is a 5-year-old child who uses a wheelchair.

He attends a parent and child activity session with his Dad, where they are playing dodgeball in the main hall of the local community centre. Dodgeball is a game where children play in teams and have to avoid being hit by a ball thrown by an opposing team member.

Fred wants to join in with the other children in the dodgeball game.

12 (a) State **two** potential hazards of Fred taking part in the dodgeball activity.

(2)

1 .....

.....

2 .....

.....

(b) State **two** benefits for the other children of playing dodgeball with a child who has a disability.

(2)

1 .....

.....

2 .....

.....

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(c) Explain **two** ways you could adapt the dodgeball game to enable Fred to fully join in.

(4)

1 .....

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.....

.....

2 .....

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(Total for Question 12 = 8 marks)

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Anka is 3-and-a-half years old. She has just started day nursery.

Anka has spent most of her time with her mother and this means she has had limited interaction with other adults and children.

13 Assess the different ways play can be organised and how these could support Anka with her social and emotional needs.

You should come to a supported conclusion as part of your answer.

(Total for Question 13 = 6 marks)

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Sophie volunteers at a local creche. The table below shows three different situations that Sophie observed when she entered the play areas.

14 Complete Table 2 by **explaining** a way Sophie could support each child to participate in the relevant activity (i) to (iii).

Activity	**Observation**	**Support for the child to participate in the activity**
Dressing up	One child is sitting a short distance away, watching the others but not dressing up	(i) .....
Drawing in chalk on the pavement outside	One child is watching from their wheelchair	(ii) .....
Baby gym	A baby is lying under the baby gym, but not playing with the attachments	(iii) .....

Table 2

(Total for Question 14 = 6 marks)

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Joe is 4 years old and attends preschool.

Joe's mum gave birth to a new baby very recently.

15 (a) Explain **one** way an Early Years Practitioner in the preschool can support Joe's emotional development at this time.

(2)

Joe has delayed fine motor skills but wants to join in with the other children making a model out of boxes and different materials.

(b) Explain **two** ways the Early Years Practitioner could adapt this modelling activity to support Joe to take part.

(4)

1

2

(Total for Question 15 = 6 marks)

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Mr Murphy is a class teacher for 4 to 5-year-old children.

Abeo has recently started at the school. English is his additional language and he speaks very few English words.

16 (a) State **two** examples of the impact on Abeo of not being able to speak many English words.

(2)

1 .....

.....

2 .....

.....

(b) Explain **two** ways Mr Murphy could adapt how he communicates with Abeo to encourage Abeo's communication and language development.

(4)

1 .....

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.....

.....

2 .....

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This term, the theme is the human body. Mr Murphy has decided to sing 'Head, Shoulders, Knees and Toes' to introduce the theme to the children.

(c) Discuss the considerations Mr Murphy has to make when choosing songs and nursery rhymes to use with children to promote their overall learning and development.

(6)

(Total for Question 16 = 12 marks)

TOTAL FOR SECTION B = 38 MARKS
TOTAL FOR PAPER = 60 MARKS

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Component 3: Supporting Children to Play, Learn and Develop – Sample mark scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1. Mark scheme rubric:

   A mark scheme rubric instructs an examiner as to how each mark is awarded.
2. Example responses:

   These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.
3. Additional marking guidance:

   This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:

   Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.

2. Levels-based descriptors:

   Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors

Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
  - marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
  - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Section A

Question Number	Answer	Mark
1	Award **one** mark for the correct response. A – Provide textured material.	(1)

Question Number	Answer	Mark
2	Award **one** mark for the correct response. C – Likely to play alone.	(1)

Question Number	Answer	Mark
3	Award **one** mark for a correctly stated need from: ● poor concentration levels (1) ● learning disability (1) ● difficulties in problem solving (1) ● delayed literacy/mathematical skills. (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
4	Award **one** mark for a correctly stated transition from: ● starting care/educational providers (1) ● moving house (1) ● birth of a new sibling (1) ● moving between care/educational providers. (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
5	Award **one** mark for each correct response up to a maximum of **two** marks. A – Playing with puppets (1) E – Singing action songs (1)	(2)

Question Number	Answer	Mark
6	(i) Award **one** mark for a correctly stated way the toy/equipment promotes physical development from: • develops arm/ shoulder muscles (1) • can develop accuracy in hitting object/animal (1) • develops gross motor skills. (1) Accept any other age-appropriate response. (ii) Award **one** mark for a correctly stated way the toy/equipment promotes cognitive/intellectual development from: • helps to learn about cause and effect (1) • remembers which toy makes a sound. (1) Accept any other age-appropriate response. (iii) Award **one** mark for a correctly stated way the toy/equipment promotes communication and language development from: • can hear the language being spoken to her (1) • encourages copying of sounds/babbling. (1) Accept any other age-appropriate response. (iv) Award **one** mark for a correctly stated way the toy/equipment promotes social and emotional development from: • can start to get a sense of self (1) • starts to recognise self in mirror. (1) Accept any other age-appropriate response.	(4)

Question Number	Answer	Mark
7	Award **one** mark for the correctly matched line. Toys that are safe for children to use 	(1)

Question Number	Answer	Mark
8	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • Setting up parental controls (1) in order to ensure the child cannot download content that isn't age appropriate (1) • Install age-appropriate games (1) so the content is safe for the child to view (1) • Talk to child about being safe online (1) so that the child shares information about what they are doing online (1) Accept any other age-appropriate response.	(4)

Question Number	Answer	Mark
9	Award **one** mark for a correct way and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Shorten the activity (1) so the child can concentrate for all of it (1) • Repeat the counting activity (1) so the child will remember it/ to promote memory (1) • Demonstrate the counting activity (1) so the child can clearly see what needs to be done/doesn't need to remember the instructions (1) • Limit the number of materials available (1) so the child doesn't so they can make choices easier (1) • Get other children to join in the counting activity (1) so the child can copy/learn from them (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
10	Award **one** mark for a correctly stated reason from: • teaches children to use toys/equipment safely (1) • promotes problem-solving skills in children (1) • boosts confidence in trying new activities (1) • helps children to become aware of their limits (1) • helps children to explore in a safe but challenging environment. (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
11	Award **one** mark for each correct effect and **one** further mark for a justification of each effect up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • Albert may become behind in learning/cognitive development (1) because he is not able to participate in activities (1) • Albert may not develop his vocabulary/language (1) because he does not hear others talking in group activities (1) • Albert might be behind in his social development milestones (1) because he might not have learnt to share or take turns (1) • Albert may not be able to develop co-operative play (1) because he might show disruptive behaviour when he cannot lead the play/he might frighten other children (1) Accept any other age-appropriate response.	(4)

Section B

Question Number	Answer	Mark
12 a)	Award **one** mark for each correctly stated hazard up to a maximum of **two** marks from: • there may be furniture in the way (1) • there may not be sufficient room for the wheelchair to move around (1) • the floor may be slippery (1) • other children may run into the wheelchair. (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
12 b)	Award **one** mark for each correctly stated benefit up to a maximum of **two** marks from: • they learn to include others (1) • they become more responsive to the needs of others (1) • they are more aware of different physical disabilities (1) • they learn how to change their play to involve children in a wheelchair (1) • promotes sharing of resources/turn-taking (1) • promotes positive behaviours (1) • improves social skills. (1) Accept any other appropriate answer. Do not accept benefits for Fred.	(2)

Question Number	Answer	Mark
12 c)	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • Use an appropriate ball/softer ball/lighter ball (1) so Fred can throw the ball easier (1) • Have a larger space marked out (1) so Fred can move his wheelchair around more easily (1) • Have a specific area of the wheelchair marked out for the other children to hit with the ball (1) so Fred can have equal chance in the game (1) • Allow Fred to hold the ball on his lap (1) so he can move with the ball (1) Accept any other appropriate answer.	(4)

Question Number	Answer	Mark
13 Synoptic question	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Indicative content** **Adult-led play** • Provides structure for Anka which will promote confidence (emotional) • Adult can support Anka all through the activity, so she can interact with the other children in the activity (social) • Can provide a supported approach so the child feels capable • The adult can begin to form a relationship with Anka, as they spend time together (social) • Anka may begin to become attached to the adult, as they work on the whole activity (emotional) • Anka may become too reliant on the adult and not make her own choices (emotional) • Anka may not form friendships with children if approach is too structured (social) • The activity may not be something Anka likes, so she may not feel involved in it (emotional). **Adult-initiated play** • Can build confidence in participating with other children, as adult starts the activity (emotional/social) • Can support the child to begin to develop co-operative play (social) • Adult can model/demonstrate the activity so Anka feels secure in continuing it on her own (emotional) • Activities can be started and then the children can continue on their own, so Anka may develop friendships with children who like the same things (social) • Anka may have low self-esteem and so may not continue with activity when adult leaves (emotional) • Other children may not include Anka in their play as the activity develops (social). **Child-led play** • Anka can make choices and so will feel empowered (emotional) • Anka can choose which children to play with and so start to make friendships (social) • Anka may only play on her own/may isolate herself, so she won't form friendships/ get to know the other children (social) • Anka may lack confidence to make choices (emotional) • It doesn't give Anka the chance to build relationships with the adults in the setting (social) • Anka may feel scared/insecure and may not approach the adults for help (emotional).	(6)

Level	Mark	Descriptor
	0	No rewardable materials
1	1–2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to judgements which are superficial or unsupported.
2	3–4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements.
3	5–6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements.

Question Number	Answer	Mark
14	(i) Award **one** mark for a correct way to support participation in dressing up and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Sophie could offer to help the child into a costume (1) so they may be tempted to join in (1) • Sophie could show the child the dressing up clothes (1) so they might choose one they like (1) Accept any other appropriate response. (ii) Award **one** mark for a correct way to support participation in drawing in chalk on the pavement outside and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Sophie could put paper and chalk on a higher surface (1) so the child can engage in the activity (1) • Sophie could encourage the children to draw on a wall (1) so that all children can draw next to each other (1) Accept any other appropriate response. (iii) Award **one** mark for a correct way to support participation in baby gym and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Sophie could play with the attachments on the baby gym with the baby (1) so they can see the attachments moving/hear the noises (1) • Sophie could talk to the baby as she moves an attachment (1) so the baby is stimulated to respond (1) Accept any other appropriate response.	(6)

Question Number	Answer	Mark
15 a)	Award **one** mark for a correct way and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Facilitate play opportunities based on Joe's likes (1) so Joe can feel valued (1) • Set up a role play with babies (1) so Joe can express his emotions freely and safely (1) • Praise Joe when he does something good (1) then he will feel happier (1) • Reading books/stories to Joe about new babies (1) in order to help him feel more secure/accept new baby/understand his new role as a brother (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
15 b)	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • Use tape to stick the boxes to the table (1) so Joe does not need to hold it steady (1) • Have a range of different materials available (1) so that Joe can choose those he can hold easily (1) • Have pre-cut items available (1) so that Joe doesn't need to use scissors (1) • Encourage the children to work in pairs (1) so they can help each other (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
16 a)	Award **one** mark for each correctly stated benefit up to a maximum of **two** marks from: • he will find it difficult to learn new concepts (1) • he will find it difficult to make friends (1) • he might feel lonely/upset (1) • he may find it difficult to play with others. (1) Accept any other appropriate response. Do not accept answers which are only stating the area of development.	(2)

Question Number	Answer	Mark
16 b)	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • Speaking to Abeo at every opportunity (1) so Abeo can hear language being used in daily routines (1) • Using non-verbal communication/gestures/facial expressions (1) to help Abeo's understanding of vocabulary/meaning of words (1) • Reducing the complexity of his own language (1) so Abeo can follow his language easily (1) • Make instructions short and clear (1) so Abeo will know what to do (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
16 c) Synoptic question	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Indicative content** **Physical development** • Action songs encourage physical movement • 'Heads, Shoulders, Knees and Toes' encourages the link between body parts and words • Action songs can develop fine motor skills, but these might not be transferred to other activities • Songs could have props/instruments which could encourage physical skills, but this might divert the child's attention from learning the words. **Cognitive development** • Songs which have repetitive words may help with memory recall but if not varied it could limit the amount of vocabulary a child could learn • Singing develops concentration but only if the child enjoys the activity • Learning positions of body parts • Songs can help with learning different concepts but it may be too simplistic for older children • Songs with numbers can help with mathematical skills but this can be limited to lower numbers, such as up to 10. **Communication and language development** • Songs with repetitive words help to learn/remember new vocabulary • Rhymes and songs with consistent patterns and rhythm, support children to develop their phonics/literacy skills but if they don't hear the words correctly then they may pronounce them wrong • Children with English as an additional language/communication delay can learn words/language easier through singing but it may overwhelm them at first • Words in the songs need to be sung clearly at first, so the children can say them properly, but this can lead to the children learning a wider range of vocabulary in an enjoyable way. **Social/emotional development** • Helps to improve socialisation as children join in group singing, but doesn't help children to learn if children just sit and sing • Children can enjoy learning by singing in a fun way • Children can get praised for joining in the songs, so boosting self-esteem. But if they do not have the confidence to join in, they may lose self-esteem • Songs need to be chosen which meet the developmental level of the children, otherwise they may feel like they have failed, if they are too difficult, or may get bored if they are too easy.	(6)

Level	Mark	Descriptor
	0	No rewardable content
1	1–2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
2	3–4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
3	5–6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

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